

ABSTRACT

Jelita ,Seri. Analysis of Difficulties Faced by Preservice Teachers in the English Education Program at UMRAH in Developing Differentiated instructional Modules, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University, Tanjungpinang. Supervisor I: Assist Prof. Hanifah, S.Pd.I., M.Pd., Supervisor II: Assist Prof. Rahma Nuzulia, S.Pd., M.Li.

Keywords: differentiated instruction, instructional module, preservice teachers, difficulties in module development.

This study aims to analyze the process of developing differentiated instructional modules and the difficulties faced by preservice teachers in the English Education Program at Raja Ali Haji Maritime University (UMRAH). This study employs a descriptive qualitative approach with a sample of 34 seventh-semester preservice teachers who have developed differentiated instructional modules. Data were collected through questionnaires, interviews, and document checklists. Interview informants were selected using purposive sampling. Subsequently, data analysis was conducted through several stages, namely data organization, transcription of interview results, repeated reading of data, coding, identification and grouping of themes, and data interpretation. The research findings indicate that preservice teachers have attempted to incorporate elements of differentiated instruction into their module development, including adapting content, processes, and learning products to meet students' needs. However, this implementation has not yet been fully optimized due to the limited variety in some of the differentiation components developed within the modules. In addition, various difficulties were encountered in the module development process. These difficulties stemmed from internal factors, such as a basic understanding of the concept of differentiated instruction that still needs to be developed and a lack of pedagogical experience, as well as external factors such as limited module references. Therefore, further training and mentoring are needed so that preservice teachers can develop differentiated instruction modules more optimally and in accordance with students' needs.

ABSTRAK

Jelita ,Seri.Analisis Kesulitan Yang Dihadapi Oleh Calon Guru Program Pendidikan Bahasa Inggris Di UMRAH Dalam Mengembangkan Modul Pembelajaran Yang Diferensiasi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji, Tanjungpinang. Pembimbing I: Assist. Prof. Hanifah, S.Pd.I., M.Pd.,Pembimbing II: Assist. Prof. Rahma Nuzulia, S.Pd., M.Li.

Kata kunci: Pembelajaran diferensiasi,Modul pembelajaran, calon guru, Kesulitan Pengembangan Modul.

Penelitian ini bertujuan untuk menganalisis proses pengembangan modul pembelajaran diferensiasi serta kesulitan yang dihadapi oleh calon guru dalam Program Studi Pendidikan Bahasa Inggris di Universitas Maritim Raja Ali Haji (UMRAH).Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian sebanyak 34 calon guru semester 7 yang telah mengembangkan modul pembelajaran diferensiasi. Data dikumpulkan melalui kuesioner, wawancara, dan daftar periksa dokumen. Informan wawancara dipilih menggunakan teknik purposive sampling. Selanjutnya, analisis data dilakukan melalui beberapa tahapan, yaitu pengorganisasian data, transkripsi hasil wawancara, pembacaan data secara berulang, pengodean, identifikasi dan pengelompokan tema, serta interpretasi data.Hasil penelitian menunjukkan bahwa calon guru telah berupaya menerapkan komponen pembelajaran diferensiasi dalam pengembangan modul, yang meliputi penyesuaian konten, proses, dan produk pembelajaran sesuai dengan kebutuhan siswa. Namun, penerapan tersebut belum sepenuhnya optimal karena masih terbatasnya variasi dalam beberapa komponen diferensiasi yang dikembangkan dalam modul. Selain itu, ditemukan berbagai kesulitan dalam proses pengembangan modul. Kesulitan tersebut berasal dari faktor internal, seperti pemahaman dasar mengenai konsep pembelajaran diferensiasi yang masih perlu dikembangkan serta kurangnya pengalaman pedagogis, serta faktor eksternal seperti keterbatasan referensi modul. Oleh karena itu, diperlukan pelatihan dan pendampingan lebih lanjut agar calon guru dapat mengembangkan modul pembelajaran diferensiasi secara lebih optimal dan sesuai dengan kebutuhan siswa.